



For this research project, Ritsumeikan University granted permission to conduct a survey of its students who were engaged in service-learning courses. The goal of these courses is to encourage increased engagement in the local community and skills that use academic knowledge for the service. Students spend 60 hours taking part in community service project projects. Roughly 150 undergraduate students take these courses each fall. My research concern is students' learning. Students can connect their learning to different educational experiences in the contexts of various activities. I refer to these links as "learning bridging."

I conducted the questionnaire survey involving 61 students from six projects. Survey questions were formulated based on observations of the courses and interviews with three instructors and six students from the previous year's course. I used factor analysis to come to my findings and create my theory of "learning bridging." In this survey and research, I found three kinds of learning bridging: between classes learning bridging, past-present learning bridging, and activity-lecture learning bridging. All forms are strongly linked to critical reflection. I discuss how connecting reflection and learning bridging are promising pedagogies, and how teachers integrate students' reflection and learning bridging.

## References

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